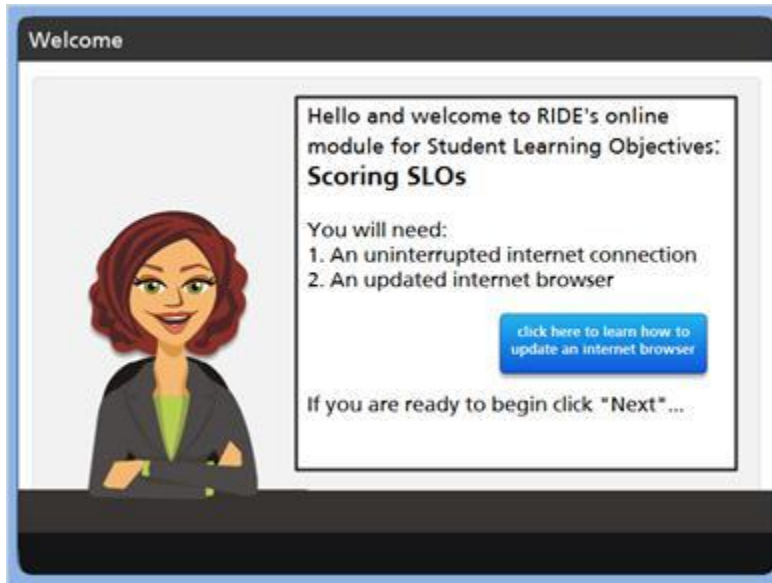




Scoring SLOs

1. Introduction

1.1 Welcome



Notes:

Hello and welcome to RIDE's online module for Student Learning Objectives: Scoring SLOs.

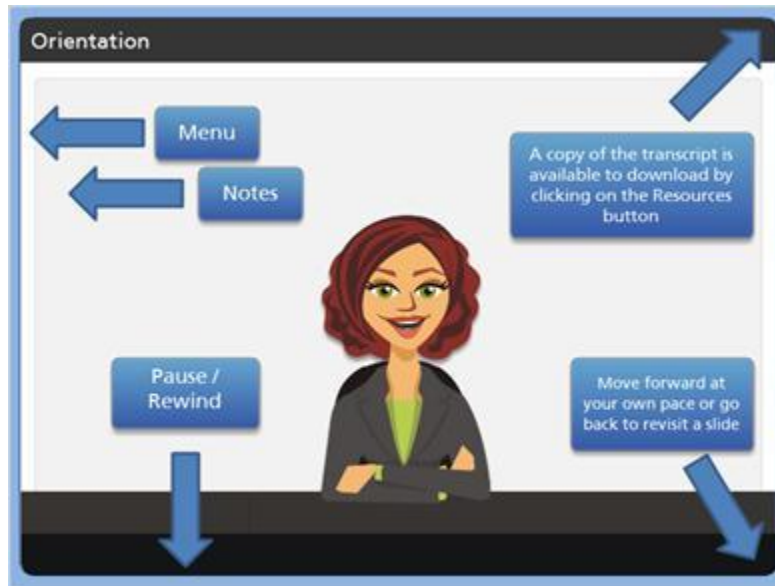
You will need:

- An uninterrupted internet connection
- An updated internet browser

If the module does not appear to be functioning for you, please make sure your browser is up to date. To learn how to update your browser you can click on the link on your screen to launch a youtube video demonstration.

If you are ready to begin click "Next"...

1.2 Orientation



Notes:

Before we get started we want to orient you to a few important areas on the screen.

On the bottom you can pause or rewind any slide at any time.

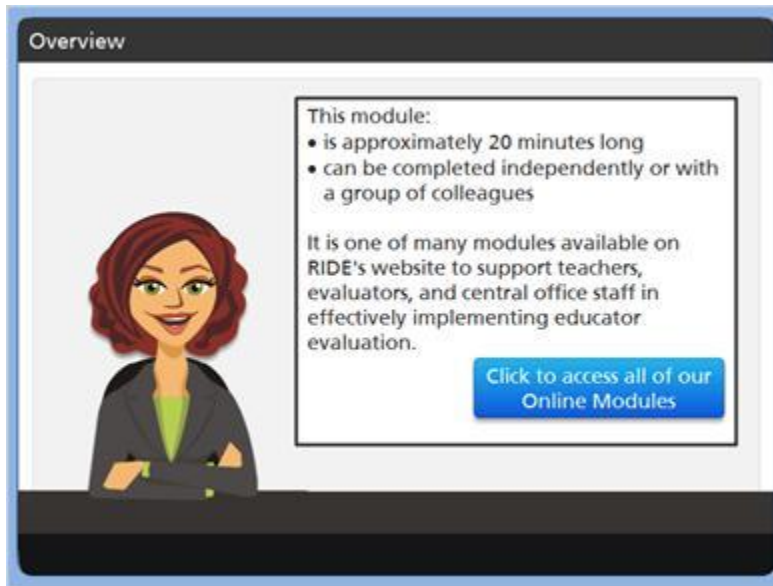
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

The second tab, next to the Menu displays the audio transcript for each slide.

The Resources button in the top right links to easy access of any attached materials. A complete transcript of this module with slide images is available to download by clicking on the Resources button.

To move forward, click on the Next Button in the bottom right hand corner.

1.3 Overview

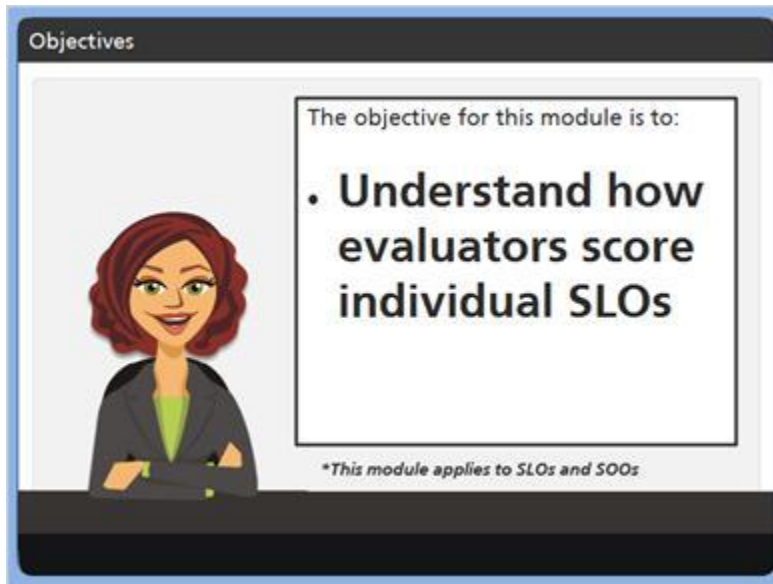


Notes:

This module is approximately 20 minutes long and can be completed independently or with a group of colleagues. We strongly encourage grade-level teams and departments to view the module and engage in conversation as a group.

It is one of many modules available on RIDE's website to support teachers, evaluators, and central office staff in effectively implementing educator evaluation. Click on the blue box to open up our online modules and tools page.

1.4 Objectives



Notes:

The objective for this module is to:

- Understand how evaluators score individual SLOs

Whether you are a teacher or evaluator this module will clarify the process of scoring SLOs including available resources. Please note that the process for scoring SLOs should also apply to scoring SOOs, though for brevity we will mostly refer to SLOs throughout this module. When you're ready to get started, click "next."

2. SLO Scoring Categories

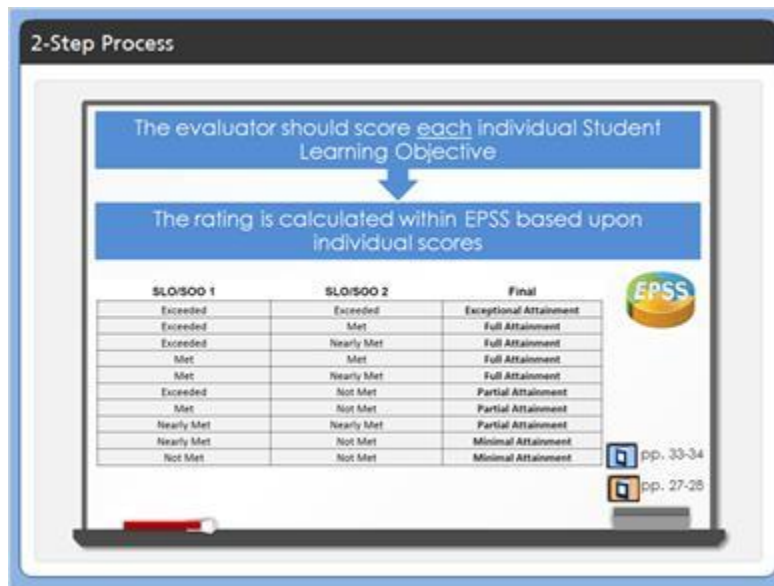
2.1 Overall SLO Process



Notes:

As you know SLOs are set before the end of the first quarter and tracked throughout the year, with adjustments taking place at the mid-year, if necessary. In late May and June, as the school year comes to an end teachers will submit their student learning data and evaluators will score them. While districts can set additional, local policies around when student learning data is due to evaluators, we encourage these deadlines to be at the earliest in late May to early June. The intent is for SLOs to document the impact that teachers are making on student learning throughout the year and not just part of the year.

2.2 2-Step Process



Notes:

There are two steps in determining a student learning rating. First, evaluators score each individual SLO and second, they determine the overall rating for the set of SLOs. As you likely know, if you are using EPSS, all you need to do is enter the individual SLO scores. The Student Learning Rating will be calculated for you, according to the SLO Scoring Look-Up Tables, so you will only need to complete step 1.

If you are not using EPSS you will need to use the Scoring Look Up Tables to complete step 2. These tables show how sets of SLOs, whether they include 2, 3, or 4 SLOs, should be scored. The SLO/SOO Set Scoring Tables for 2, 3, and 4 SLOs/SOOs can be found on pages 33-34 in the Addendum or pages 27-28 of the Measures of Student Learning Guidebook.

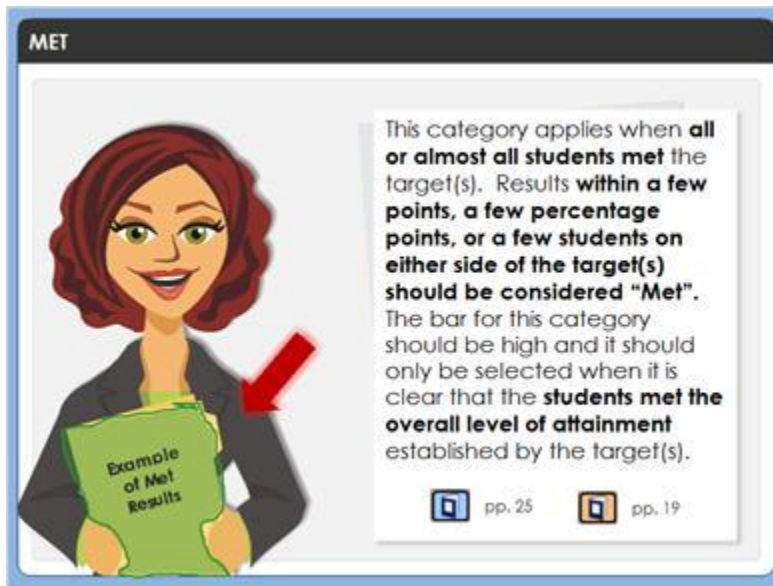
2.3 Individual SLO Scores



Notes:

Before we go any further let's review the four individual SLO scores. Each SLO will be rated as either exceeded, met, nearly met, or not met. The descriptions and guidance on the following slides can be found in the RI Model Addendum and the Measures of Student Learning Guidebook on the pages on your screen.

2.4 Defining Met



Notes:

The first rating we'll discuss is Met.

This category applies when **all or almost all students met** the target(s). Results **within a few points, a few percentage points, or a few students on either side of the target(s)** should be considered "Met". The bar for this category should be high and it should only be selected when it is clear that the **students met the overall level of attainment** established by the target(s).

Click on the folder to see an example of SLO results that fit the description of Met.

Met Example (Slide Layer)

MET

MET

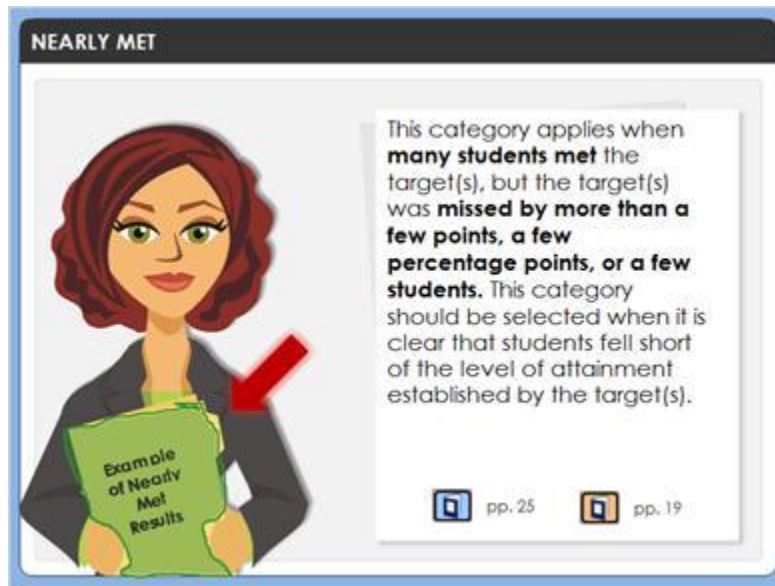
Most students met their targets. 8/60 students exceeded their targets. Only 3/60 students did not meet their targets.

Example of Met Results

This note is hidden when all...

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 5 of the 26 students improved by 2 levels.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	32/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 3 of the 34 students improved by 3 levels.

2.5 Defining Nearly Met



Notes:

The next rating we'll discuss is Nearly Met.

This category applies when **many students met** the target(s), but the target(s) was **missed by more than a few points, a few percentage points, or a few students**. This category should be selected when it is clear that students fell short of the level of attainment established by the target(s).

Many educators have worried that if one student did not meet the exact target their entire SLO would be considered "nearly met" or "not met". As you can see from the definition of "Met" and the definition of "nearly met" this is not the case. While Met should be chosen when almost all students reach their target, "Nearly Met" is appropriate when the target was missed by more than a few points, percentage points or students. While many students may have made great progress and met their target, Nearly Met is appropriate when it can't be said that "almost all" students have reached the targets.

Click on the folder to see an example of SLO results that fit the description of Nearly Met.

Nearly Met Example (Slide Layer)

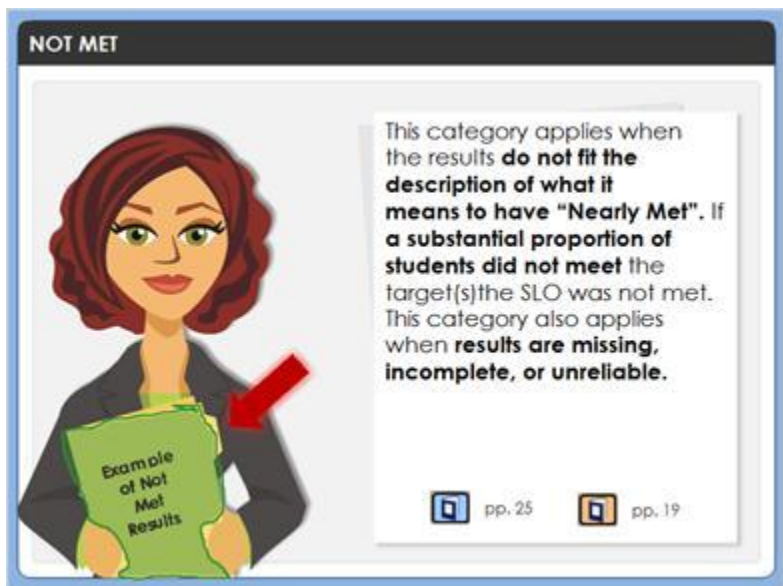
NEARLY MET

Both targets were missed by more than a few students (6/26 and 8/34). However, over 75% of students in both tiers met their targets and 2 students exceeded their targets.

Example of Nearly Met Results

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	20/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	26/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 2 of the 34 students improved by 3 levels.

2.6 Defining Not Met



Notes:

Now we'll look at the category of Not Met, which applies when the results **do not fit the description of what it means to have "Nearly Met"**. If **a substantial proportion of students did not meet the target(s)** the SLO was not met. This category also applies when **results are missing, incomplete, or unreliable**.

Again, click on the folder to see results that illustrate this rating.

Not Met Example (Slide Layer)

NOT MET

NOT MET

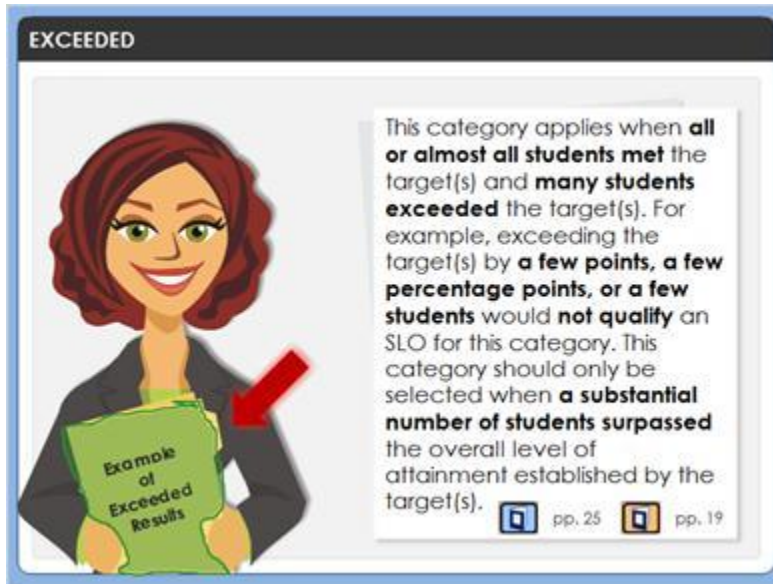
The targets were not met in either tier. 10 students missed the target in the first tier and 13 students missed the target in the second tier. This can be considered a substantial proportion for a group of this size (23/60).

Example of Not Met Results

This note is hidden when

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	16/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	21/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4.

2.7 Defining Exceeded



Notes:

The last category we'll look at is Exceeded.

This category applies when **all or almost all students met** the target(s) and **many students exceeded** the target(s). For example, exceeding the target(s) by **a few points, a few percentage points, or a few students** would **not qualify** an SLO for this category. This category should only be selected when **a substantial number of students surpassed** the overall level of attainment established by the target(s).

Click on the folder to see an example of SLO results that fit the description of Exceeded.

Exceeded Example (Slide Layer)

EXCEEDED

All but one student met their target. In addition, 23 out of 60 students exceeded their targets. This can be considered a "substantial number" for a group of this size.

Example of Exceeded Results

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 16 of the 26 students improved by at least 2 levels.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	34/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 7 of the 34 students improved by at least 3 levels.

2.8 "A Few"

What's "a few"?

RIDE's scoring guidance does not identify a specific number for what qualifies as "a few."

That is because what is considered "a few" is relative to the size the of the group (5 out of 20 vs. 5 out of 120).

LEAs may add another layer of specificity to make scoring more consistent within the district (ex. 5% on either side of the target).

Notes:

A common question people ask is "what's a few" when it comes to scoring SLOs. RIDE's scoring guidance does not identify a specific number for what qualifies as "a few." That is because what is considered "a few" is relative to the size the of the group (5 out of 20 vs. 5 out of 120). LEAs may add another layer of specificity to make scoring more consistent within the district (ex. 5% on either side of the target).

3. The Process of Scoring an SLO

3.1 Additional Scoring Guidance

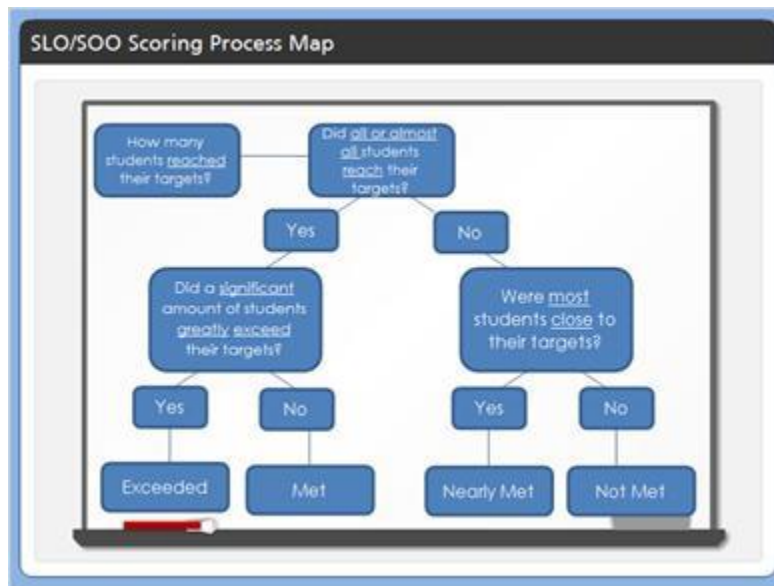
Not Met	Nearly Met	Met	Exceeded
<ul style="list-style-type: none">• <70% of students met their target	<ul style="list-style-type: none">• 70-89% of students met their target	<ul style="list-style-type: none">• At least 90% of students met their target	<ul style="list-style-type: none">• At least 90% of students met their target AND• 25% of students exceeded their target

pp. 25 pp. 19

Notes:

To help further clarify the definitions of Exceeded, Met, Nearly Met, and Not Met, RIDE has developed the following scoring guidelines that LEAs can choose to adopt. This additional scoring guidance does not eclipse local LEA policy, rather districts have the flexibility to adopt or adapt the guidance or choose to continue to use the scoring categories described earlier exclusively.

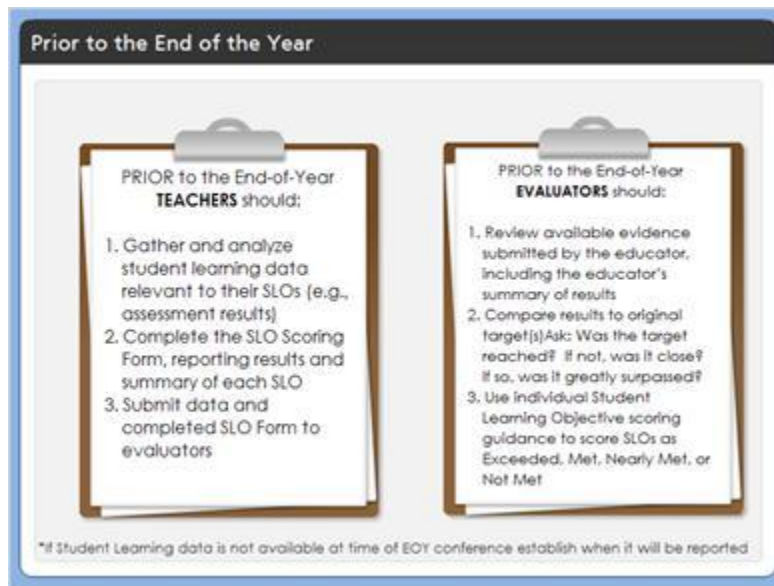
3.2 SLO/SOO Scoring Process Map



Notes:

RIDE also created the SLO/SOO Scoring Process Map to help evaluators make efficient and accurate ratings. This transparent process can also help teachers understand the reasoning behind their SLO or SOO scores. The first question to ask is "how many students reached their targets?" Once you know that piece of information you can ask "did almost all students reach their targets?" If the answer is yes the last question you need to ask yourself is "did a significant amount of students greatly exceed their targets?" If yes, then the SLO was Exceeded and if No then the SLO was met. If almost all students did not reach their target then one would ask "were most students close to their targets?" and this would lead you to determining if the SLO was nearly met, or not met. We've underlined some key words that a district, or school may want to further define, using RIDE's guidance on the four rating categories discussed earlier.

3.3 Prior to the End of the Year



Notes:

Prior to the EOY Conference teachers and evaluators will have to prepare in different ways.

Teachers should:

1. Gather and analyze student learning data relevant to their SLOs (e.g., assessment results)
2. Complete the results and summary section of each SLO Form
3. Submit data and completed SLO Form to evaluators

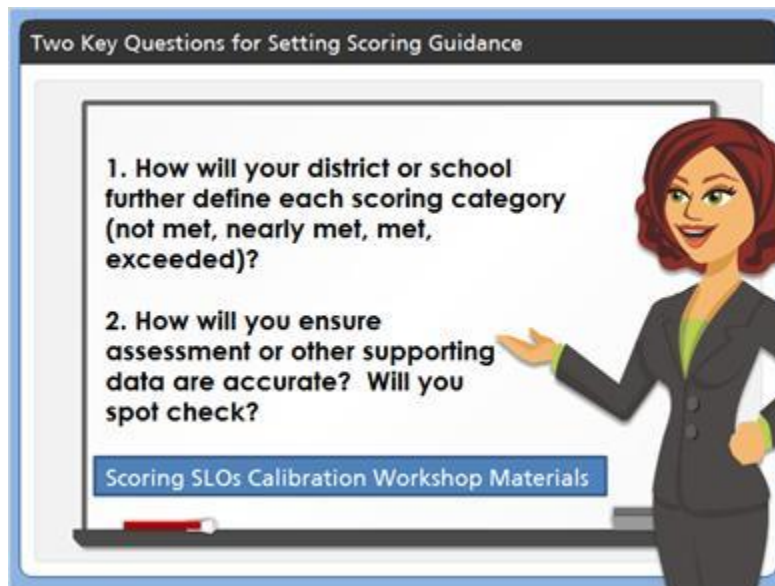
Evaluators should:

1. Review available evidence submitted by the educator, including the educator's summary of results
2. Compare results to original target(s) Ask: Was the target reached? If not, was it close? If so, was it greatly surpassed?
3. Use individual Student Learning Objective scoring guidance to score SLOs as Exceeded, Met, Nearly Met, or Not Met

If evaluators and teachers are going to be meeting for End of Year Conferences we recognize that because of the timing of EOY assessments, or the timing of EOY conferences, there might be some instances in which the conference needs to take place before the assessments are administered, and thus before the SLO process can be completed. In these cases, the teacher and evaluator should discuss all other components of the teacher's evaluation and agree on a timeline for submitting and reviewing student learning data.

In terms of deadlines for teachers to report the results of their SLOs, we encourage these to be at the earliest in late May to early June. The intent is for SLOs to document the impact that teachers are making on student learning throughout the year and not just part of the year.

3.4 Two Key Questions for Setting Scoring Guidance



Notes:

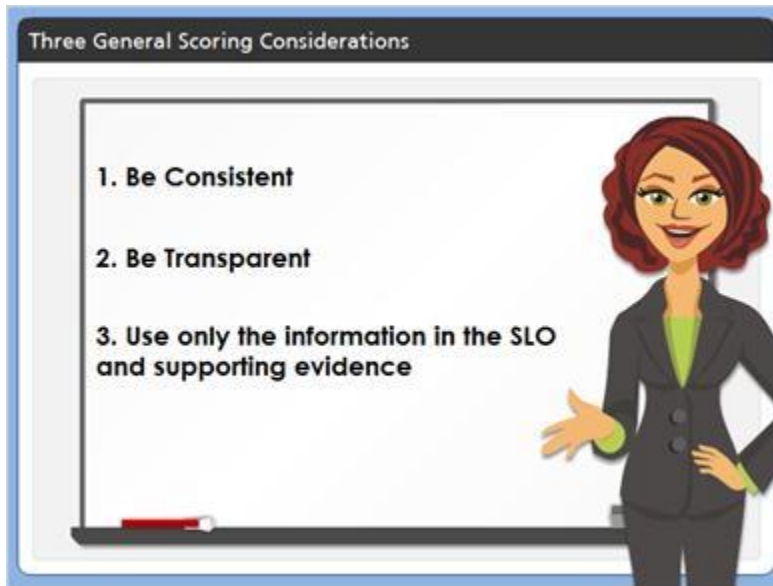
Before evaluators begin the SLO scoring process, schools and districts may choose to set additional scoring guidelines. All evaluators should first align their scoring policies with the guidance already provided by RIDE (see Guidebook page 46) and then with any additional District policies. All evaluators should consider collaborating with other evaluators to set common scoring standards and compare expectations in order to increase consistency.

Here are two key questions to answer when setting scoring guidance:

1. How will you define each rating category (not met, nearly met, met, exceeded)? Some districts have considered applying numerical standards such as + or - 5% of the target, or + or - 3 students meeting their targets will be considered "met".
2. How will you ensure assessment or other supporting data are accurate? Will you spot check? Will you require teachers to submit score reports? What additional information might you require from teachers? Establishing this expectation early and sharing it with teachers will help ensure evaluators have all the information necessary to make a timely judgment.

In the spring of 2014 RIDE facilitated in-district calibration sessions on Scoring SLOs to support districts as they answered these and other questions. Click on the blue box at the bottom to access all the materials.

3.5 Three General Scoring Considerations

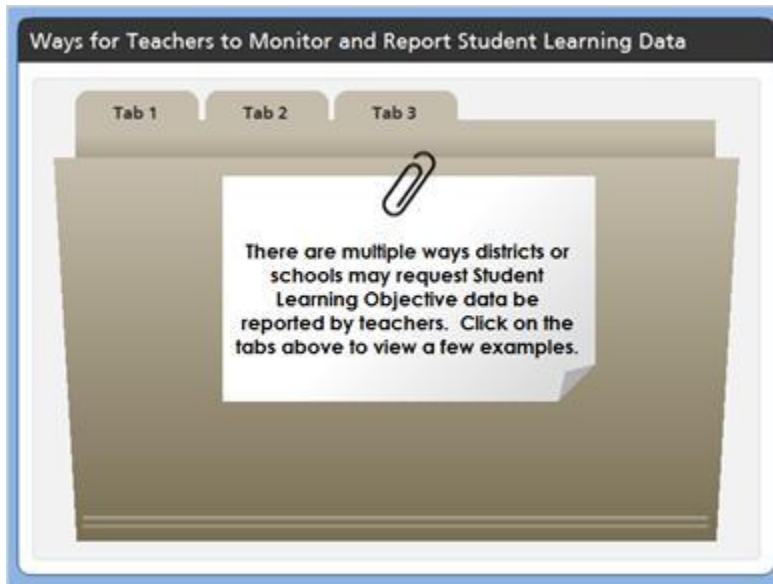


Notes:

Student Learning Objectives are designed to provide a rigorous and personalized measure of educators' contribution to student learning. Because each SLO is uniquely crafted to focus on the needs of specific groups of students, evaluators must take responsibility for ensuring SLO scores are as accurate and fair as possible. To that end, evaluators should:

- **Be Consistent:** Make a decision about the standards you will apply to every SLO you score, and plan to apply that standard uniformly in all cases.
- **Be Transparent:** Provide clear expectations for how teachers should organize and submit SLO results for review. Make your standards clear and share them with teachers in your scoring rationale.
- **Use only the information in the SLO and supporting evidence to make a judgment:** Provide educators the opportunity to share appropriate supporting documentation, but only use the information that is part of the SLO or supporting documentation to make a decision so that you can ensure evaluator judgments are consistent.

3.6 Ways for Teachers to Progress Monitor and Report Student Learning Data



Notes:

There are multiple ways districts or schools may request SLO data be reported by teachers to evaluators. We do not believe there is one ideal way to report data, especially since individual teacher's SLOs vary depending on their role and the evidence sources they use. Click on the three tabs on this folder to see a few possible examples and listen to the pros and cons of each to help you determine what template you'd like teachers to use when submitting data. There are also sample spreadsheets you can access by clicking on the Resources tab in the top right-hand corner. These can be adopted and adapted by educators to fit their specific needs for analyzing student data, determining targets, progress monitoring, and analyzing results.

Tab 1:

In this case, teachers could use excel or word to report the baseline, target, and result for each student. They can indicate if each student surpassed, met, or did not meet their target and include any important notes, like if a student was out for an extended period of time for a medical issue. In excel it would be easy to sort students by their baseline, their tier, or their result. The pros of going with a report like this an evaluator would have a significant amount of information in front of them in order to make an accurate rating and since the teacher has already indicated if students have surpassed, met, or not met, it saves the evaluator time. For teachers who have not tracked data throughout the year this will take time on their part, and for some teachers who teach 400 students, like an art or PE teacher, this might become unwieldy, though it depends on each situation.

Tab 2:

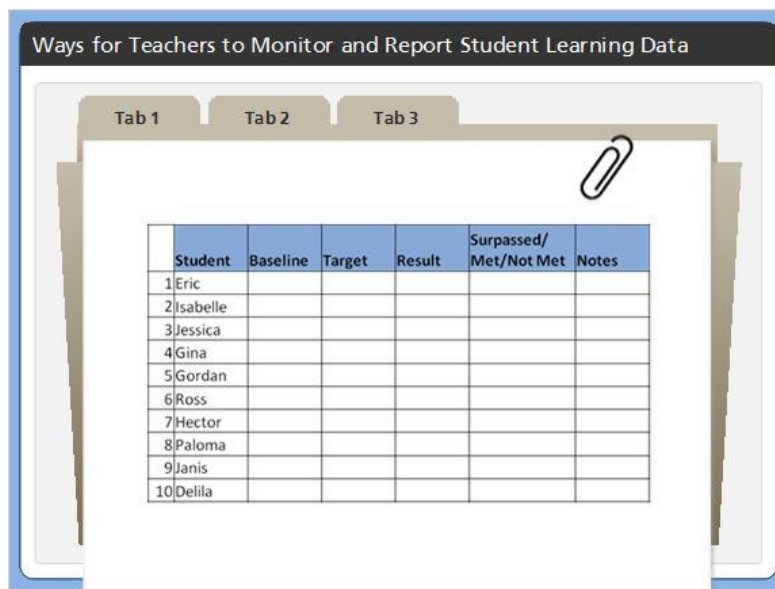
In this example the teacher takes the information on the first case and distills it down to simply report the number of students who surpassed, met, or did not meet their target, and calculated out of the entire number of students represented in that SLO, what percentage of students fell into each category. It also allows them to include important notes for the evaluator when pertinent. This type of report is already summarized, which can help the evaluator to quickly assess "the big picture," but

it may not provide the level of detail he or she would like.

Tab 3:

For some educators it might make sense to report data by tier. This would also give the evaluator a bird's-eye-view of the data and would allow him or her to see the attainment of each group of students. As an evaluator you should decide if any of these approaches feels like a good fit for you and your teachers to adopt, if a combination of the three would be best, or if a different template would be most helpful. Whatever route you choose it is critical to share it with teachers well in advance.

Tab 1 (Slide Layer)




	Student	Baseline	Target	Result	Surpassed/ Met/Not Met	Notes
1	Eric					
2	Isabelle					
3	Jessica					
4	Gina					
5	Gordan					
6	Ross					
7	Hector					
8	Paloma					
9	Janis					
10	Delila					

Tab 2 (Slide Layer)

Ways for Teachers to Monitor and Report Student Learning Data

Tab 1 Tab 2 Tab 3




	# of students	% of class	notes
Surpassed			
Met			
Not Met			

Tab 3 (Slide Layer)

Ways for Teachers to Monitor and Report Student Learning Data

Tab 1 Tab 2 Tab 3




Targets	Results	Notes
Tier 1 = __ students	Tier 1 = __ students	
Tier 2 = __ students	Tier 2 = __ students	
Tier 3 = __ students	Tier 3 = __ students	

4. Calibration 1: Ms. Williams

4.1 Ms. Williams' SLO

Scoring an SLO: Ms. Williams



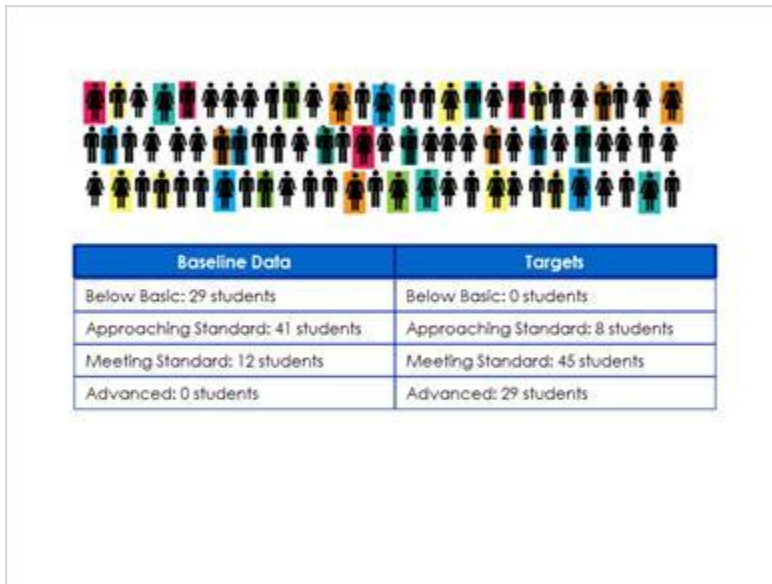
Ms. Williams' SLO on writing arguments in response to text:

Objective Statement	(1) Write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style. (2) Draw evidence from literary or informational texts to support analysis, reflection, and research.
Students	The 82 students in her 4 sections
Interval of Instruction	Year
Evidence Source	1: Argument in response to literature 2: Argument in response to informational text

Notes:

We're going to examine two teachers and score an SLO for each together. The first is Ms. Williams who teaches 7th grade ELA. One of her SLOs was about writing an argument in response to text. She wanted all 82 students in her 4 sections to be able to write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style as well as draw evidence from literary or informational texts to support analysis, reflection, and research. Ms. Williams and her students used a district common rubric throughout the year to assess and develop writing. At the end of the year students wrote two arguments: one in response to literature and one in response to informational text that were part of her summative end-of-year assessments.

4.2 Ms. Williams' Students



Notes:

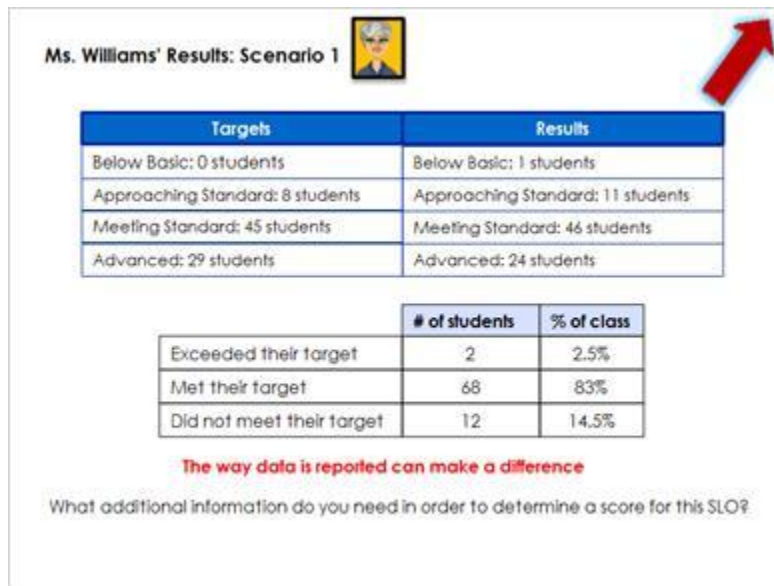
Before we start looking at data we want to introduce you briefly to Ms. Williams' students, the kids behind the numbers in the SLO. The 82 figures on this screen represent the 7th grade students in Ms. Williams' four sections. They are a diverse group, like almost any class. Some students love to read and write, a few are vocabulary whiz-kids, some have IEPs for varying reasons, a handful are English Language Learners, a portion have attendance issues, and a couple are some of the hardest working kids Ms. Williams has ever worked with. All this is to say they came to her with varying levels of preparedness for 7th grade English class.

Ultimately though we want you to remember these 82 kids as we start to examine Ms. Williams' student learning results - as these numbers represent their learning throughout the year.

At the beginning of the year when she was determining her targets Ms. Williams grappled with what was rigorous, but still attainable. She felt that to really be ready for 8th grade all students should meet the 7th grade standard of writing arguments in response to text. But, she knew that there were a variety of factors that made that goal unattainable. Ultimately she felt confident that if she narrowed the gap and had a small group of students who began the year below basic end it approaching the standard, they would be positioned to continue that progress in their 8th grade year. She also recognized that not all students grow learn at the same rate. While she hopes that all students might be able to progress two levels on the rubric, she knows that some might only advance one but that progress would be significant for them. In the end she determined targets for each student and grouped them into four tiers using the language from the district common rubric.

Ms. Williams taught her students all year about reading informational and literary texts, drawing conclusions, and writing arguments utilizing evidence in the text. She adjusted her practice based on data she collected from formative assessments, collaborated with a special educator who pulled out some students a few times a week, and problem-solved with other adults in the building as well as parents, around some students who were frequently absent. As the year came to an end, she submitted the results of her SLO. We are going to look at four possible scenarios for what that data might look like and determine what the individual SLO rating would be.

4.3 Ms. Williams: Scenario 1 Data

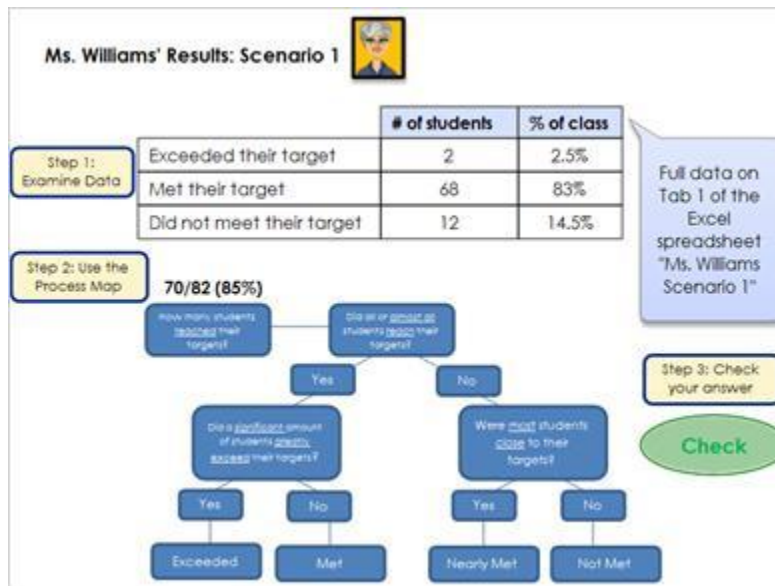


Notes:

In the first chart you can see Ms. Williams' targets for her students and the results. At the end of the year one student met the criteria for "below basic", 11 were "approaching standard", 46 were meeting standard and 24 were advanced. It is hard to discern from this way of reporting if certain students made huge amounts of progress, or if others regressed since we don't know their baseline information. While you can get some idea of the overall accomplishments of the students, it is difficult to accurately rate the SLO using only this information.

If you look at the second chart, Ms. Williams has presented the data differently. Both charts refer to the same information, but the second helps the evaluator better understand the results of the evidence sources to score the SLO. If you click on the Resources button in the top right hand of the screen you'll be able to look at the excel spreadsheet Ms. Williams included for her evaluator to review. Sometimes it will be necessary for evaluators to look directly at the data to inform their decisions. We want to emphasize that the way data is reported can make a difference and it is important for evaluators to ask themselves if they require any additional information in order to determine a score for an SLO.

4.4 Ms. Williams: Scenario 1



Notes:

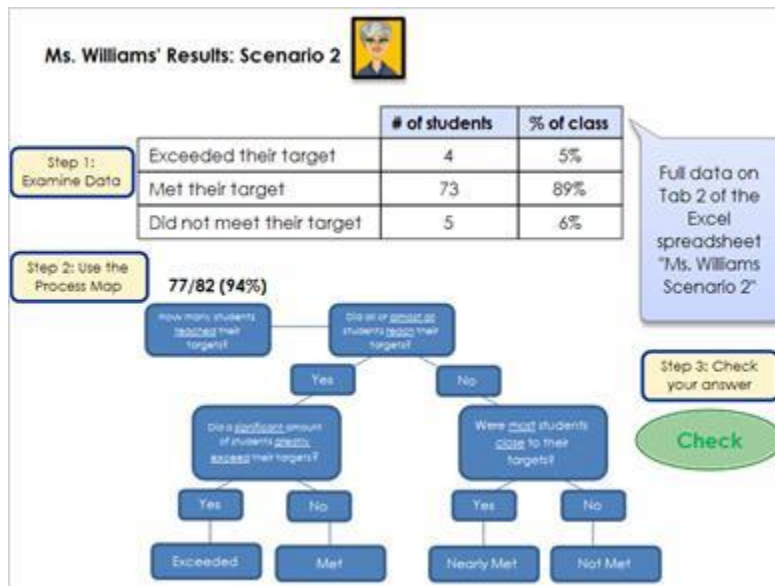
We'll use this summary chart of the data to determine a score for this scenario. If you'd like to use the complete data spreadsheet please feel free - just make sure you are on the first tab that says Scenario 1. Take a moment to examine the data.

Step 2 is to use the data to answer the questions on the process map. When you've determined what score you would assign click on "check" under step 3 to see if your score matched the score we determined using the process map.

Check: Here you can see our highlighted answers to the process map questions. Looking at the data, 12 students did not meet their targets, so 70 out of 82 did reach their target, including the two who exceeded their target. While 70/82 is the majority of the class, it is not almost all students, as nearly 15% of the class did not reach their targets. So we chose "no" and it led us to agree that yes, most students were close to their targets. In this case, the first student named Eric was absent 32 days for medical reasons and while he did not meet his target, the growth he made was substantial, so the evaluator may choose to take that into account. Either way, this SLO has been NEARLY MET.

To go onto the next scenario click next.

4.5 Ms. Williams: Scenario 2

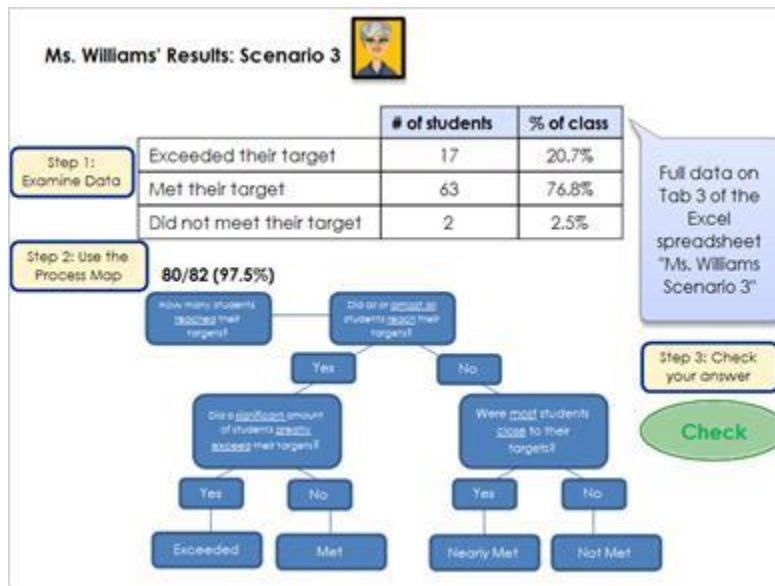


Notes:

Here is a different scenario. Just like you did for the last one, review the data, either here or on the second tab of the full excel spreadsheet, use the process map, make your determination and then click on "check" to see if your answer aligns with ours.

Check: 77/82 students, or 94% met or surpassed their target, which is almost all of the students. When we looked at the data four students surpassed their targets, and in a group of 82 this is not a significant amount. Thus, this SLO has been MET.

4.6 Ms. Williams: Scenario 3

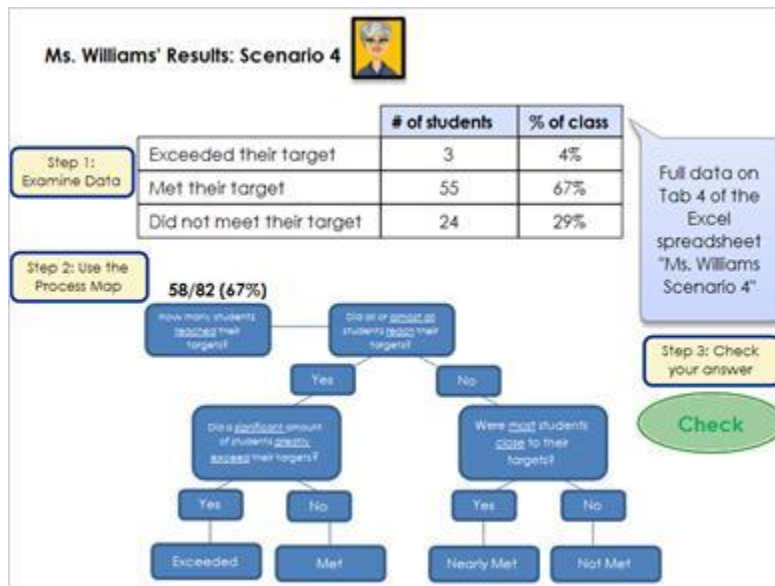


Notes:

This is our third scenario for Ms. Williams. Please review the Scenario 3 data, use the process map, make your determination, and then click on "check" to see if our answers align.

Check: 80 out of 82 students met or surpassed their target so yes, almost all students reached their target. 17 out of 82 students surpassed their target, which is nearly 21% of the class, so yes a significant amount of students exceeded their target, and some of these students exceeded their targets by significant amounts, making this SLO EXCEEDED.

4.7 Ms. Williams: Scenario 4



Notes:

Here is the last scenario for Ms. Williams. Please review the Scenario 4 data, use the process map, make your determination and click on "check".

Check: 58 students out of 82 reached their target so we have to say "no" to the question about almost all students reaching their targets. Since a third of Ms. Williams' students did not reach their target we cannot say that most were close using the data we have and so this SLO was NOT MET.

5. Calibration 2: Mr. Gordon

5.1 Mr. Gordon's SLO

Scoring an SLO: Mr. Gordon 


Mr. Gordon is an elementary art teacher. One of his SLOs is for the third grade. Let's review one of his SLOs and calibrate our scoring.

Objective Statement	Students will be able to create a portfolio of pieces in a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that show evidence of problem solving using basic visual arts concepts (including visual composition, color, shape, as well as a mixture of representational and expressive techniques). Students will concurrently develop their use of art to convey meaning and their ability to discuss their art and the art of others as well as collaborate with peers and their teacher in the artistic process.
Students	All 65 3 rd grade students
Interval of Instruction	Year
Evidence Source	8 piece portfolio

Notes:

We'd like to try a few more scenarios with you using a different teacher's SLO. Mr. Gordon is an elementary visual arts teacher. His third graders work with oil pastels, printmaking, collage, and painting and develop a portfolio of their pieces. Mr. Gordon sees the 65 3rd graders once a week for the year and he talks a lot with students about what he calls the three main parts to art: Head, Heart, and Hands, which I'll explain more about on the next slide.

5.2 Mr. Gordon's Students

Scoring an SLO: Mr. Gordon 

Where were his students at the beginning of the year?

Student	Head Is the student making choices in their art?	Heart Is the student able to collaborate with peers and the teacher?	Hand Is the child able to apply techniques learned in class in the process of crafting their art?
Eric	Never	Always	Always
Isabelle	Sometimes	Never	Sometimes
Jessica	Sometimes	Sometimes	Never
Gina	Sometimes	Sometimes	Always
Gordon	Sometimes	Always	Never
Ross	Always	Sometimes	Sometimes

Targets

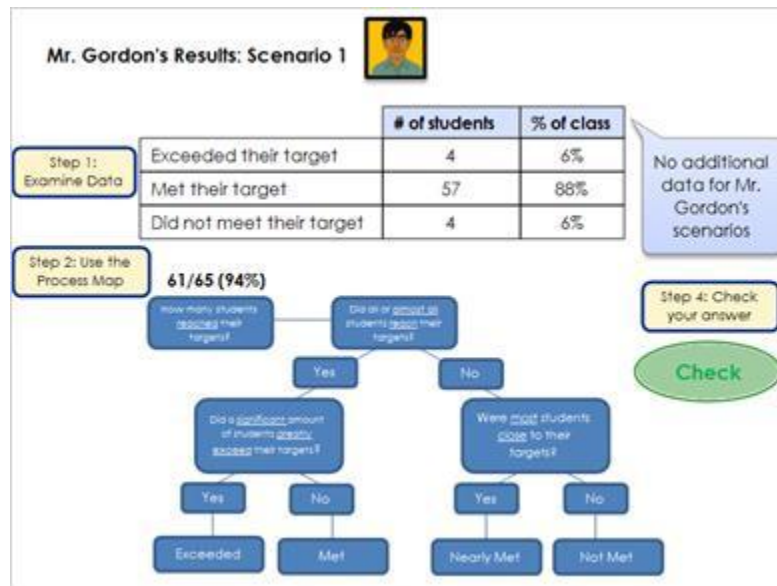
80% of students will consistently score "Always" in the three rubric categories by the end of the year

20% will consistently score a combination of "Always" and "Sometimes" in the three rubric categories by the end of the year

Notes:

Mr. Gordon created a rubric as a way to assess student work and give students continual feedback through the year. It contains three categories including Head (Is the student making choices in their art?); Heart (Is the student able to collaborate with peers and the teacher?); and Hand (Is the child able to apply techniques learned in class in the process of crafting their art?) and can be rated on a scale of Always, Sometimes, or Never. Each month Ms. Gordon introduces a new technique or assignment and students have multiple class sessions to explore and create pieces. He keeps a running record of students and at the end of each month he assigns each student a rating for each of the three categories. After he kept records in the month of September, Mr. Gordon set the targets that by the end of the year 80% of students will consistently score "Always" in the three rubric categories and the other 20% of the class will consistently score a combination of "always" and "sometimes" in the three categories.

5.3 Mr. Gordon: Scenario 1



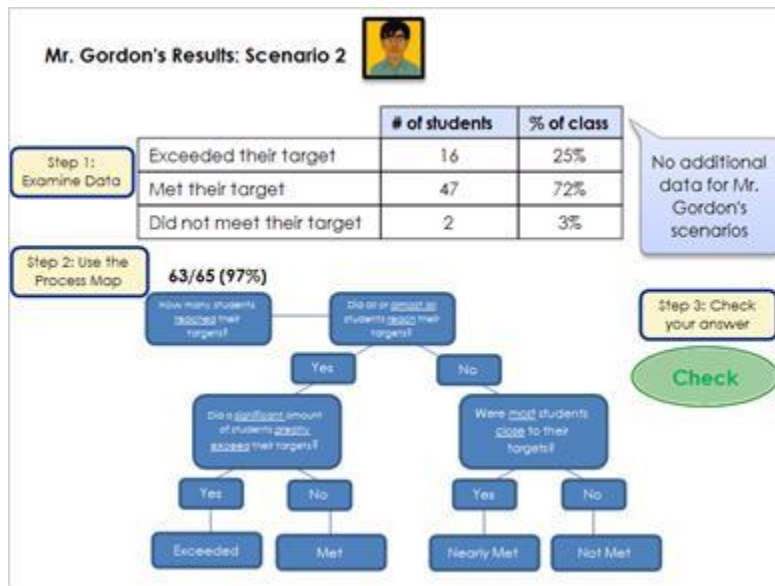
Notes:

While Mr. Gordon could submit a spreadsheet with the rubric ratings for each month's piece it would be a lengthy document. That's why he and his evaluator agreed that while he would upload the spreadsheet for documentation purposes, it was best to submit the results in a more streamlined way. Just like before we should ask ourselves if any additional information is needed to determine a rating for this SLO.

Take a moment and look at the results on the screen before using the process map to determine a rating. Then, just like before, check to see if our thinking aligns before moving onto the next scenario.

Check: All but four students reached their target. 61/65 can be considered almost all students, so we answered yes to the first decision. Only 4 out of 65 students surpassed their target, which is not enough to bump the results up into Exceeded, so the SLO has been MET. It is important to note that just because there are four students who surpassed and four who did not meet does not mean that we say the results even themselves out to be an average of met. If 15 students had not met their target and another 15 had surpassed we would not average it and say that the SLO had been met. Instead, we examine the actual number of students who met their target or tier and use that information coupled with the process tree to determine a rating.

5.4 Mr. Gordon: Scenario 2

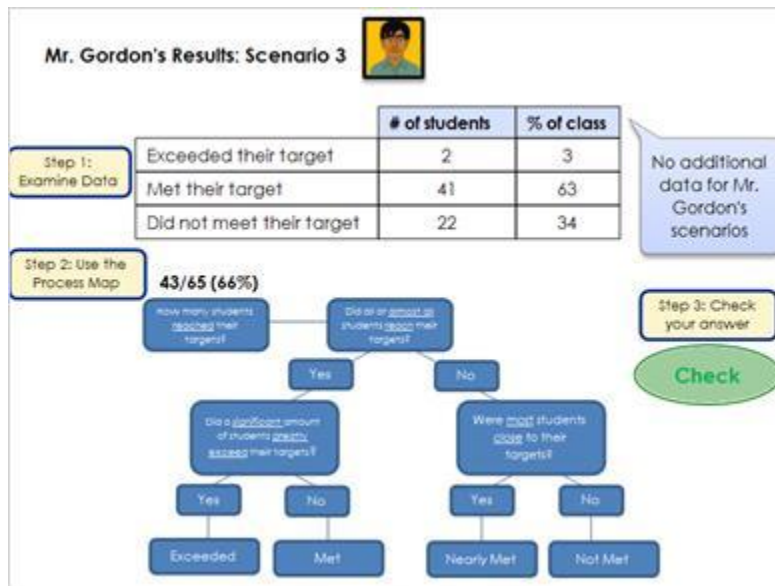


Notes:

Here is a second scenario for Mr. Gordon. Take a moment and go through the same steps as before.

Check: In this case all but two students reached their target and 16 out of 65, or 25% of the class surpassed their target, so this SLO was EXCEEDED.

5.5 Mr. Gordon: Scenario 3




Notes:

What if these were the results? Some students did surpass their targets and quite a large group met their target. Take a moment with the process map to determine a rating, and then check to see if we are aligned.

Check: 43 out of 65 students reached their target which means that we said no to the first decision point. We also did not think that most students were close to their target, since over a third did not meet.

5.6 Mr. Gordon: Scenario 4

Mr. Gordon's Results: Scenario 4 

	# of students	% of class
Exceeded their target	10	15
Met their target	40	61.5
Did not meet their target	15	23

Step 1: Examine Data

Step 2: Use the Process Map

50/65 (77%)

How many students ~~exceeded~~ reached their target?

Did ~~all or almost all~~ students ~~reach~~ meet their target?

Yes

Did a ~~significant amount~~ of students ~~reach~~ meet their target?

Yes

Exceeded

No

Met

No

Were ~~most~~ students ~~close~~ to their target?

Yes

Nearly Met

No

Not Met

Step 3: Check your answer

Check

No additional data for Mr. Gordon's scenarios

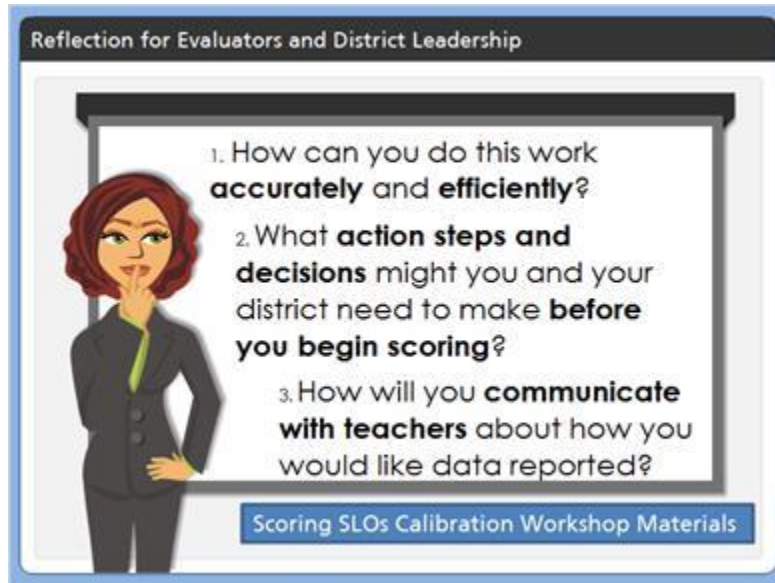
Notes:

This is the last scenario. While a number of students surpassed another large group did not. Determine your rating and then click "Check."

Check: 50 out of 65 students reached their target. As this is 77% we chose no to the question "did almost all students reach their targets?" Since nearly 62% of students met their target and an additional 15% surpassed their target we answered yes to the last question and rated this SLO NEARLY MET.

6. Closing and Resources

6.1 Reflection for Evaluators and District Leadership



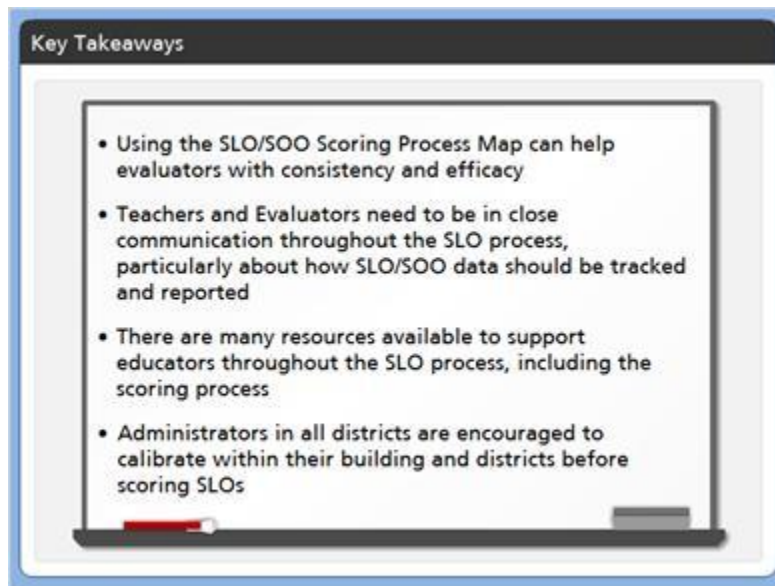
Notes:

As evaluators prepare for SLO scoring we encourage them to reflect on these three questions and collaborate with your colleagues to answer them.

1. How can you do this work **accurately** and **efficiently**?
2. What **action steps** and **decisions** might you and your district need to make **before** you **begin scoring**?
3. How will you **communicate with teachers** about how you would like data reported?

In the spring of 2014 RIDE facilitated in-district calibration sessions around Scoring SLOs. Click on the blue box at the bottom to access all the materials.

6.2 Key Takeaways

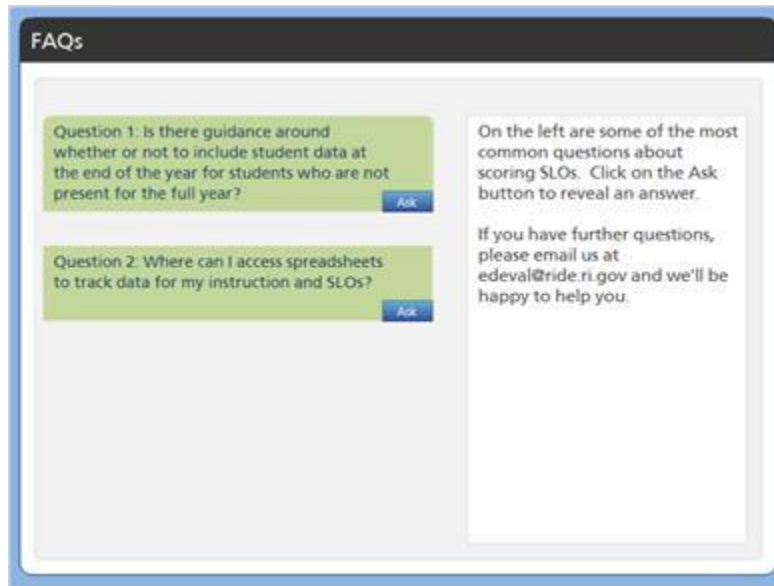


Notes:

The four key takeaways from this module are:

- Using the SLO/SOO Scoring Process Map can help evaluators with consistency and efficacy
- Teachers and Evaluators need to be in close communication throughout the SLO process, particularly about how SLO/SOO data should be tracked and reported
- There are many resources available to support educators throughout the SLO process, including the scoring process
- Administrators in all districts are encouraged to calibrate within their building and districts before scoring SLOs

6.3 FAQs



Notes:

On the left are some of the most common questions about approving SLOs. Click on the ask button to reveal an answer.

If you have further questions, please email us at edeval@ride.ri.gov and we'll be happy to help you.

question 1 (Slide Layer)

FAQs

Question 1: Is there guidance around whether or not to include student data at the end of the year for students who present for the full year?

Question 2: Where can I access spreadsheets to track data for my instruction and SLOs?

Is there guidance around whether or not to include student data at the end of the year for students who are not present for the full year?

There is no minimum number of days that a student must be present in order for their data to be included. However, students added to an educator's roster after the mid-year or who are no longer on an educator's roster at the end of the interval of instruction (e.g., quarter, semester, year) should not be included in the final compilation of results for a Student Learning Objective.

For students with chronic absenteeism who are not progressing as expected, educators should include applicable student attendance data (e.g., five students were chronically absent for more than 50% of class time) as part of the evidence for a Student Learning Objective. The process for scoring individual Student Learning Objectives begins with a review of the evidence, and the evaluator should consider relevant student attendance data when scoring an individual Student Learning Objective as Exceeded, Met, Nearly Met, or Not Met. Additionally, the Mid-Year Conference represents an opportunity to revise the supports and interventions in place to help student(s) who are not progressing as expected, and accelerate their progress.

question 2 (Slide Layer)

FAQs

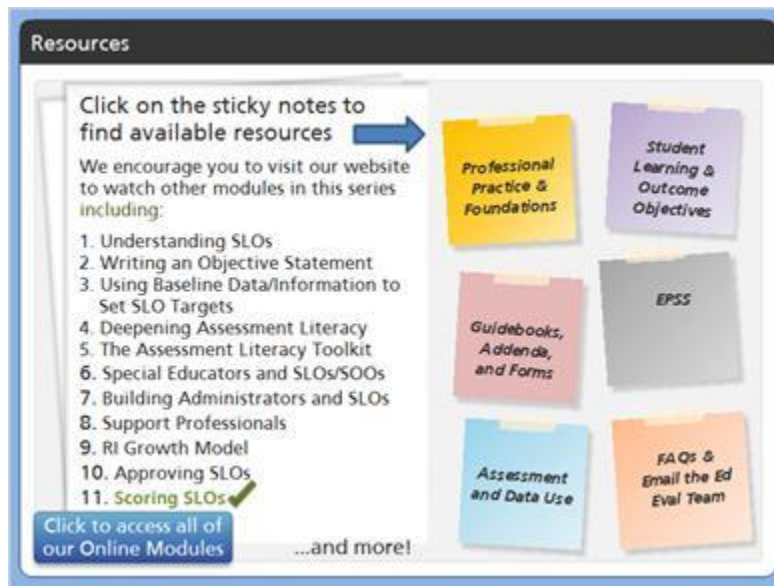
Question 1: Is there guidance around whether or not to include student data at the end of the year for students who are not present for the full year?

Question 2: Where can I access spreadsheets to track data for my instruction and SLOs?

Where can I access spreadsheets to track data for my instruction and SLOs?

There are two spreadsheets educators can adopt or adapt by clicking on the Resources tab in the top right-hand corner. These spreadsheets are discussed in the Using Baseline Data and Information to Set SLO Targets online module.

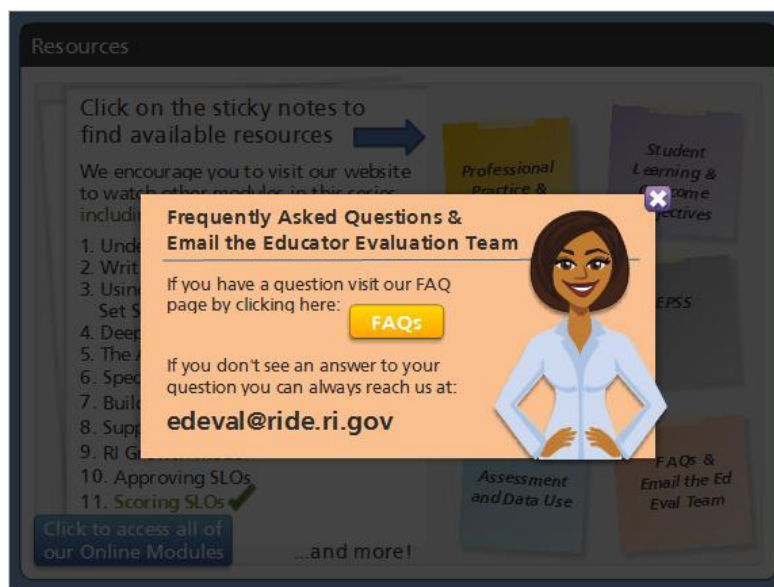
6.4 Resources



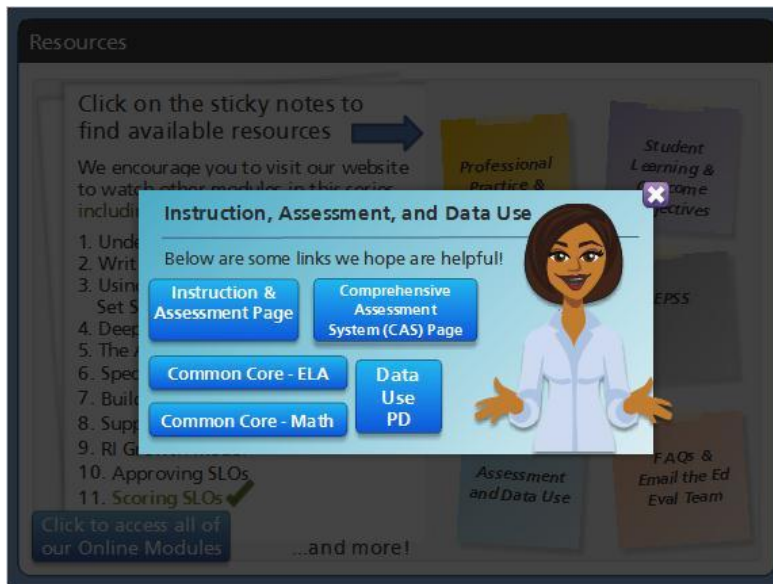
Notes:

There are many resources available for educators. Click on the sticky notes to the right to reveal the resources available in that area so that you can find the ones that will be most helpful to you.

FAQs and Email the Educator Evaluation Team (Slide Layer)



Instruction, Assessment, and Data Use (Slide Layer)



This slide layer features a light blue background with a cartoon woman in a white lab coat on the right. The text on the left reads: "Click on the sticky notes to find available resources" with a blue arrow pointing right. Below this, it says "We encourage you to visit our website to watch other modules in this course including". A list of 11 items is visible, with "11. Scoring SLOs" marked with a green checkmark. At the bottom left, a button says "Click to access all of our Online Modules" and "and more!". The central text area says "Below are some links we hope are helpful!" and contains four blue buttons: "Instruction & Assessment Page", "Comprehensive Assessment System (CAS) Page", "Common Core - ELA", and "Data Use PD".

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch other modules in this course including

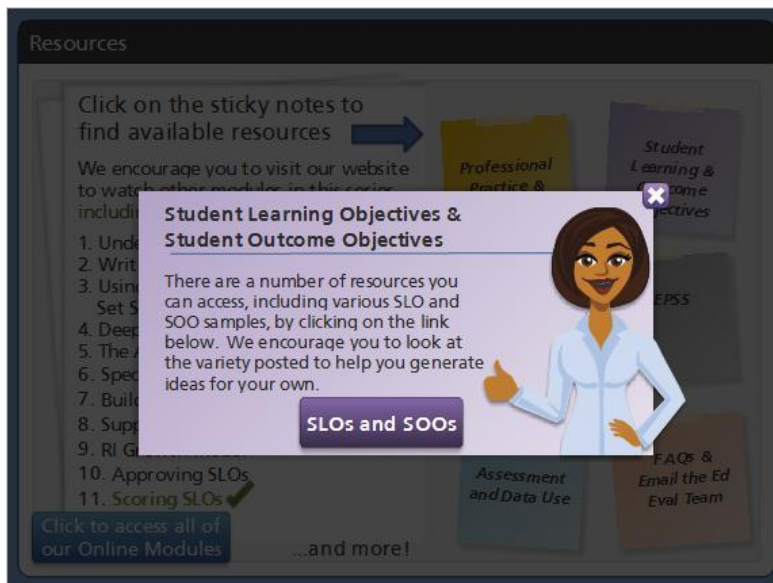
1. Under
2. Writ
3. Usin
4. Set S
5. Deep
6. Spec
7. Buil
8. Supp
9. RI G
10. Approving SLOs
11. Scoring SLOs ✓

Click to access all of our Online Modules ...and more!

Below are some links we hope are helpful!

- Instruction & Assessment Page
- Comprehensive Assessment System (CAS) Page
- Common Core - ELA
- Data Use PD

SLOs and SOOs (Slide Layer)



This slide layer features a light purple background with a cartoon woman in a white lab coat on the right. The text on the left is identical to the first slide. The central text area says "There are a number of resources you can access, including various SLO and SOO samples, by clicking on the link below. We encourage you to look at the variety posted to help you generate ideas for your own." Below this text is a purple button labeled "SLOs and SOOs".

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch other modules in this course including

1. Under
2. Writ
3. Usin
4. Set S
5. Deep
6. Spec
7. Buil
8. Supp
9. RI G
10. Approving SLOs
11. Scoring SLOs ✓

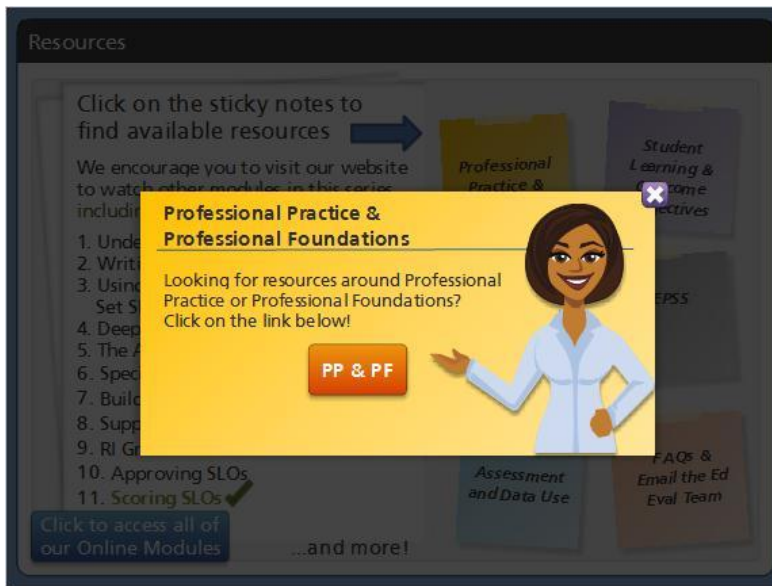
Click to access all of our Online Modules ...and more!

Student Learning Objectives & Student Outcome Objectives

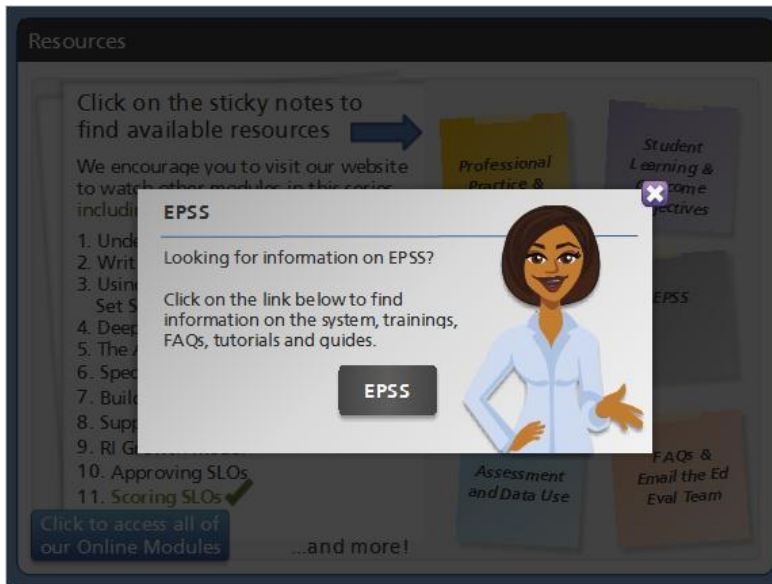
There are a number of resources you can access, including various SLO and SOO samples, by clicking on the link below. We encourage you to look at the variety posted to help you generate ideas for your own.

SLOs and SOOs

PP and PF (Slide Layer)



EPSS (Slide Layer)



Guidebooks, Addenda, and Forms (Slide Layer)

